

Literacy and English Policy

Rationale

The development of children's skills in language is central to their abilities to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts. We, in Stepps Primary Nursery Class recognise that it is important to allow the children to express themselves in a language in which they are comfortable during free play and social activities and endorse the guidelines set out in A Curriculum for Excellence.

Aims

Children should learn to :

- Have fun with language and making stories.
- Listen to other children and adults during social activities and play.
- Listen with enjoyment and respond to stories, songs, music and other poetry.
- Listen and respond to the sounds and rhythm of words in stories, songs, music and rhyme.
- Pay attention to information and instructions from an adult.
- Talk to other children or with an adult about themselves and their experiences.
- Express needs, thoughts and feelings with increasing confidence in speech and non-verbal language.
- Take part in short and more extended conversations.
- Use talk during role play and re=tell a story or rhyme.
- Use language for a variety of purposes, for example to describe, explain, predict, ask questions and develop ideas.
- Recognise the link between the written and spoken word.
- Use books to find interesting information.
- Understand some of the language and layout of books.

- Develop an awareness of letter names and sounds in the context of play experiences.
- Use their own drawings and written marks to express ideas and feelings.
- Experiment with symbols, letters and in some cases words in writing.
- Recognise some familiar words and letters, for example the initial letter in their name.

Curriculum for Excellence - Principles

Confident Individuals

- We are successful in different areas.
- We think carefully about decisions.
- We can relate to others.
- We try to be independent.
- We are self aware.
- We are ambitious.
- We can talk about our beliefs.

Effective Contributors

- We can work as partners and in teams.
- We can use our initiative and take the lead.
- We can solve problems.
- We keep trying even if something is difficult.
- We can communicate in different ways.
- We can use critical thinking.
- We rely on ourselves to make things happen.

Responsible Citizens

- We respect other people.
- We make informed choices and decisions.

Successful Learners

- We are enthusiastic about learning.
- We use technology to help us learn.
- We use maths and literacy skills.

- We are creative and independent.
- We can work alone or in a group.
- We listen to new ideas.
- We use what we know in new situations.
- We try hard to do our best.
- We evaluate our work carefully.

Objectives

We will:

- Encourage children to act out stories and rhymes in free play sessions and during music and circle time sessions.
- Use free play activities to communicate with children and as a means of extending their vocabulary and understanding of language.
- Provide daily story telling sessions of at least 15 minutes duration during which time children will be encouraged to listen and contribute their thoughts and ideas.
- Encourage children to retell stories they have heard.
- Provide a range of books in our Nursery Library both fiction and non-fiction and encourage children to find interesting information.
- Provide a writing area where children may experiment with suitable writing materials.
- Encourage children to express their thoughts, feelings and ideas through their drawing and marks.
- Assist children to experiment with symbols and letters.

Time Allocation and Flexibility

Daily storytelling sessions will be at least 15 minutes duration but opportunities will exist for informal storytelling throughout the session. Free play sessions will provide opportunities for children to listen and engage in conversation with adults.

Resources

At the beginning of a budget cycle the need for resources throughout the nursery will be considered by the nursery team. Purchases will reflect Development plan priorities. Staff will monitor the condition of the equipment and broken or faulty items will be replaced.

Equal Opportunities

All children shall be given equal access to the equipment and have equal opportunity to participate in language activities. Staff will assist, support and challenge children where necessary e.g. scribing a story, helping a child to write his/her name or encouraging the children to listen and respond to stories.

Health and Safety

Staff working in the writing area will supervise children in the safe handling of writing implements and ensure materials are non-toxic. All electrical equipment e.g. television, video, tape recorders, computers etc will be turned off at the switch by a member of staff. Regular safety checks will be made.

Implementation

1. *Staff Roles:* Both members of staff are responsible for leading storytelling sessions and for planning and supervising activities at the writing table and also for ensuring that it is well stocked.
2. *Cross curricular links:* There are links to all other curriculum areas.

Assessment and Recording Strategies

Children will be assessed in each of the learning outcomes. This will be done informally through talking to the children and observing them at play and formally through focused observations, where next steps will be identified. Photographic evidence will provide a record of children's achievements and support staff observations.

Individual pupil profiles will be updated regularly and made available to parents. The DHT will monitor and evaluate records of observation and assessment.

Reporting

Children's progress is reported informally to parents/guardians on a regular basis and formally twice a year at Parent Interviews. Individual pupil profiles are available for parents/guardians to view at Parent Interviews.

A simple written report is provided to parents of ante-pre school children at the end of the school year and for pre-school children a transition record is written and passed onto parents/guardians and Primary 1 teachers.

Review

The nursery team and the DHT are responsible for the review of this policy.

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